DOCUMENT RESUME

ED 095 556 CS 201 508

| | |
|---|---|
| AUTHOR | Dieterich, Daniel J., Comp. |
| TITLE | Annotated Bibliography of Research in the Teaching of English, January 1, 1974 to June 30, 1974. |
| INSTITUTION | ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill. |
| PUB DATE | 74 |
| NOTE | 32p.; In fall 1974 Research in the Teaching of English |
| EDRS PRICE | MF-$0.75 HC-$1.85 PLUS POSTAGE |
| DESCRIPTORS | *Annotated Bibliographies; Bilingual Education; *Educational Research; *English Education; *Evaluation; Humanities; Language Arts; Literature; Mass Media; Oral Communication; Research Reviews (Publications); Teacher Education; Teaching Methods; Tests; Verbal Learning; Written Language |
| IDENTIFIERS | Status Surveys |

ABSTRACT

This 129-item annotated bibliography covers research in the teaching of English published between January 1, 1974, and June 30, 1974. Subject headings include research in "Language and Verbal Learning," "Literature, Humanities, and Media," "Bilingual and Bidialectal Studies," "Teacher Education," "Testing and Evaluation," and "Written and Oral Communication." Subject categories are further divided according to reviews of research, status surveys, preschool and elementary, secondary, and college and adult. (SW)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

To appear in the Fall 1974 issue of Research in the Teaching of English

ED 095556

# Annotated Bibliography of Research in the Teaching of English

## January 1, 1974 to June 30, 1974

Daniel J. Dieterich
Assistant Director ERIC/RCS

BEST COPY AVAILABLE

**This bibliography, compiled at the ERIC Clearinghouse on Reading and Communication Skills, is part of the continuing attempt by ERIC/RCS to cooperate with the National Council of Teachers of English by keeping teachers informed about recent developments in education. ERIC/RCS is sponsored by the National Institute of Education in cooperation with the National Council of Teachers of English.**

Those documents in this bibliography which contain an ERIC Document number (e.g., ED 086 028) have been indexed in Research in Education (RIE) and are available through the ERIC Document Reproduction Service.

CS 201 508

1. Bilingual and Bidialectal Studies

1.1 Preschool and Elementary

1.1.1 Johnson, N. A. A Psycholinguistic Study of Bilingual Language Acquisition. Dissertation Abstracts International, 1974, 34, 7212A.

Used a Berko-type test for acquisition of the English plural to study bilingual native speakers of Spanish and monolingual speakers of English at the third, sixth, eighth, and tenth grade levels in San Antonio, Texas.

1.1.2 Morgan, A. L. A New Orleans Oral Language Study. Elementary English, 1974, 51, 222-229.

Describes a study of the phonological, morphological, and syntactical oral language patterns of disadvantaged children of New Orleans.

1.1.3 Yawkey, T. D., et al. Teaching Oral Language to Young Mexican-Americans. Elementary English, 1974, 51, 198-202, 238.

Reviews the research on difficulties between Spanish and English language for young children and describes the methods suggested for dealing with these difficulties.

1.1.4 Zirkel, P. A. A Method for Determining and Depicting Language Dominance. Paper presented at the annual convention of Teachers of English to Speakers of Other Languages, 1973, ED 086 028.

Presents a practical model for determining and depicting language dominance, given the general nature and needs of bilingual education programs in the United States.

See also: Thompson, D. E., 41.2.

1.2 Secondary

1.2.1 Gratz, E. W. A Study of an Experiment in Teaching a Unit in Dialectology to Selected English 10 Students in Two Iowa City High Schools by Classroom Teachers. Dissertation Abstracts International, 1974, 34, 5800A.

Found that students' attitudes toward and knowledge about dialects did change as the result of teaching a three-week unit in dialectology.

See also: Johnson, N. A., 1.1.1.

1.3 College and Adult

1.3.1 Ornstein, J. Some Findings of Sociolinguistic Research on Mexican-American College Age Bilinguals. Paper prepared for the conference of the Society for Applied Anthropology, 1973, ED 080 253.

Investigated the sociolinguistic background of bilingual students at the University of Texas at El Paso, the socioeducational side of bilingualism, the relationship between skill in English and academic performance among bilinguals, and the language attitudes of these students.

See also: Carney, H. L., 5.3.1.

1.5 Reviews of Research

1.5.1 Saville-Troike, M. Bilingual Children: A Resource Document Prepared for Child Development Associate Consortium, Inc. Center for Applied Linguistics, 1973, ED 082 584.

Reviews research on first and second language acquisition, home environments, and other cultural factors affecting the cognitive or affective development of bilingual minority-group children.

See also: Dieterich, D. J., 4.5.1.

2. Language and Verbal Learning

2.1 Preschool and Elementary

2.1.1 Criscoe, B. L. A Historical Analysis of Spelling Instruction in the United States, 1644-1973. Dissertation Abstracts International, 1974, 34, 7014A.

From this study it can be inferred that educators have lost interest and neglected the study and teaching of spelling. There seems to be little utilization of the knowledge acquired through years of experience and research.

2.1.2 Fuller, R. M. Creative Dramatics: Instructional Methodologies for the Elementary Curriculum. Dissertation Abstracts International, 1974, 34, 4695A.

Contains 41 suggested sample lessons created to illustrate the integration of creative dramatics activities into the elementary school's traditional curriculum as well as to provide the classroom teacher with practical materials for effective teaching.

2.1.3 Gowie, C. J. Children's Semantic Expectations and Performance with an Exceptional Linguistic Structure. Dissertation Abstracts International, 1973, 34, 3137A.

Results demonstrated that the contribution of semantics, in the form of elicited expectations, to the comprehension of sentences is greater than the contribution of syntax.

2.1.4 Hardy, M., et al. Development of Auditory and Visual Language Concepts and Relationship to Instructional Strategies in Kindergarten. Elementary English, 1974, 51, 525-532.

Describes a preliminary investigation of language and reading-related concepts which was part of a broader study of developmental patterns in elemental reading skills.

2.1.5 Hensel, N. H. The Development, Implementation, and Evaluation of a Creative Dramatics Program for Kindergarten Children. Dissertation Abstracts International, 1974, 34, 4562A.

Attempted to determine the effects of a creative dramatics program and a creative expression program on the development of basic language

concepts, creative thinking abilities, and creative dramatics abilities in kindergarten children.

2.1.6 Mason, G., et al. Relating Reading and Spelling: A Comparison of Methods. The Elementary School Journal, 1974, 74, 381-386.

Compared a method in which spelling was taught incidentally through composition with a method in which spelling was taught directly through the study of word lists and the correction of words missed on tests.

2.1.7 McFetridge, P. A. A Scheme for Assessing the Nature of a Young Child's Language Competence. Elements: Translating Theory into Practice, 1974, 7, 1-2.

Describes research devised to collect and analyze language samples.

2.1.8 Niedermeyer, F. C. Kindergartners Learn To Write. The Elementary School Journal, 1973, 74, 130-135.

Concludes that systematically developed and sequenced materials can effectively promote beginning printing skills and that kindergarten children can effectively learn to print.

2.1.9 Olsen, M. R. A Program of Instructional Activities for the Development of Listening Skills in Preschool Children. Dissertation Abstracts International, 1974, 34, 3707A.

Compared the effect of instructional activities on the listening behaviors of preschool children in a university day care center.

2.1.10 Pollio, M. R. The Development and Augmentation of Figurative Language. Dissertation Abstracts International, 1974, 34, 4712A.

Attempted to determine developmental patterns of figurative language in elementary school children of varied socioeconomic and achievement backgrounds, to evaluate the effectiveness of commercial materials, and to evaluate lesson plans employing written reinforcement.

2.1.11 Queensland (Australia) Department of Education. Research Report on Some Aspects of the Language Development of Pre-School Children. 1973, ED 087 020.

Identified structural units of language as they appeared in the speech of two- to five-year-old preschool white children in Brisbane.

2.1.12 Quillin, S. E. A Handwriting Center and Its Effects on Students' Handwriting Skills and Attitudes of Students and Teachers toward Handwriting. Dissertation Abstracts International, 1974, 34, 6955A.

Attempted to determine if the handwriting center promoted a significant gain in handwriting skills, significant positive changes in attitudes of teachers toward handwriting, and significant positive changes in attitudes of pupils toward handwriting.

2.1.13 Rosenthal, M. S. The Acquisition of Children's Awareness of Language Differences. Dissertation Abstracts International, 1974, 34, 7214A.

It was felt that the experiment demonstrated that children begin to acquire social awareness of language differences during the preschool years.

2.1.14 Shiach, G. M. Research Notes: The Effectiveness of a Peabody Language Development Kit with Severely Subnormal Children. The British Journal of Educational Psychology, 1973, 43, 294-297.

After 10 months, the experimental group of 11 children showed significant gains over the control group on the ITPA subtest scores.

2.1.15 Wiig, E. A., and Semel, E. M. Development of Comprehension of Logico-Grammatical Sentences by Grade School Children. Perceptual and Motor Skills, 1974, 38, 171-176.

Findings suggest that spatial relationships are established earlier in a developmental sequence than temporal relationships.

See also: Doughtie, E. B., 5.1.1; Higginbotham, D. C., 2.5.2; Jensen, J. M.,

2.5.3; Johnson, D. L., 5.1.2; Moore, T. E., Ed., 2.5.4; and Robinson, H. A., and Burrows, A. T., 2.5.6.

2.2 Secondary

2.2.1 Black, J. A. General Semantics: Implications for the Classroom Teacher. ETC., 1974, 31, 45-53.

Describes a study which determined that instruction in general semantics could reduce ethnic prejudice in high school students.

2.2.2 Buckalew, M. W., Jr. An Analysis of Some Possible Effects of Public School Instruction in General Semantics upon Societal Cohesion. Dissertation Abstracts International, 1974, 34, 7462A.

Sought first to formulate a general semantics theory of societal cohesion, then to test the extent to which general semantics instruction in public schools could alter group attitudes in the directions suggested by the theory.

See also: Vaughan, J. D., 2.4.1.

2.3 College and Adult

2.3.1 Howell, J. W. A Comparison of Achievement of Students in Remedial English Using a Linguistic and a Traditional Approach. Dissertation Abstracts International, 1974, 34, 7732A.

Results indicated that the language skills of educationally disadvantaged college freshmen can be improved as a result of instruction in generative-transformational grammar.

2.3.2 Shepherd, J. F. The Relations between Knowledge of Word Parts and Knowledge of Derivatives among College Freshmen. Dissertation Abstracts International, 1973, 34, 3158A.

Found knowledge of formatives very strongly related to knowledge of formative derivatives; knowledge of nonformatives related to knowledge

of nonformative derivatives; and nonformative word-part vocabulary study not strongly related to knowledge of formative or nonformative derivatives.

2.3.3 Stieglitz, F. B. Teaching a Second Language: Sentence Length and Syntax. NCTE Research Report No. 14. National Council of Teachers of English, 1973.

Used 18 native English speakers, 30 advanced foreign students, and 114 intermediate level foreign students to test the effect of sentence length and syntactic structure on the repeatability of sentences.

2.4 Status Surveys

2.4.1 Vaughan, J. D. The Status of the Linguistic Approach to the Teaching of English Grammar in Texas Public Senior High Schools (Grades 9-12). Dissertation Abstracts International, 1974, 34, 6963A.

Concluded that teachers should utilize the linguistic approach, which has the support of national, regional, and state English committees, and many professional educators and curriculum consultants, and which has been stressed in the state since 1960.

2.5 Reviews of Research

2.5.1 Barbour, T. D. An Evaluation of Recent Studies of Elementary and High School Student Language. Dissertation Abstracts International, 1973, 34, 2903A.

Reviews the methods used by investigators to study the complexity of students language and infers several assumptions which investigators seem to be making about the nature of language and of the language acquisition process.

2.5.2 Higginbotham, D. C. Implications of Psycholinguistic Research for

Language Learning in the Elementary School. Paper presented at the annual meeting of the National Council of Teachers of English, 1971, ED 087 008.

Discusses the educational potential of psycholinguistic research in the areas of language acquisition and language usage.

2.5.3 Jensen, J. M. ERIC/RCS Review: British Primary Education and the Language Arts. Research in the Teaching of English, 1974, 8, 81-115.

A review of research and opinion on British Primary Education. Subsections cover scope, the language arts, language and thinking, oral skills, literacy, and writing.

2.5.4 Moore, T. E., Ed. Cognitive Development and the Acquisition of Language. Academic Press, Inc., 1973.

Reviews recent research and interprets the findings in the context of contemporary linguistic theory.

2.5.5 Porter, J. Research Report: Vukelich, C. Language Arts in Early Childhood Education. Elementary English, 1974, 51, 300-309, 315.

A summary of language arts research relative to early childhood education, based on a review of material listed in Education Index from January 1968 to June 1973.

2.5.6 Robinson, H. A., and Burrows, A. T. Teacher Effectiveness in Elementary Language Arts. ERIC/RCS and NCRE, 1974, ED 089 317.

A review of the research of the past five years, the first report of a five-phase study by the NCRE Cooperative Research Committee.

See also: Dieterich, D. J., 4.5.1.

3. Literature, Humanities, and Media

3.1 Preschool and Elementary

3.1.1 Hettenmueller, E. R. A Multi-Sensory Approach to Teaching Poetry to Sixth Grade Students. Dissertation Abstracts International, 1974, 34, 7105A.

Investigated the influence of an aural-visual discussion program and an aural discussion program on the understanding of and attitudes toward poetry among 393 sixth grade students.

3.1.2 Jederman, J. E. The Sexual Stereotype of Women in Children's Literature. Dissertation Abstracts International, 1974, 34, 6944A.

Attempted to determine the social role of American women--their marital, maternal, and occupational status--as depicted in literature for intermediate grade children.

3.1.3 Ruddell, R. B., and Williams, A. C. A Research Investigation of a Literacy Teaching Model, Project DELTA (Developing Excellence in Literacy Teaching Abilities). University of California at Berkeley, School of Education, 1972, ED 085 652.

Formative data conclusions offer support that teacher behavioral change did indeed occur as reflected in achievement growth by children in kindergarten and grades one, two, and three.

See also: Winkeljohann, Sr. R., 3.5.2.

3.2 Secondary

3.2.1 Bazelak, L. P. A Content Analysis of Tenth-Grade Students' Responses to Black Literature, Including the Effect of Reading This Literature on Attitudes towards Race. Dissertation Abstracts International, 1974, 34, 6246A.

Conducted to collect and analyze the freely written responses of tenth grade students to four short stories written by black American writers, this study explored the types and numbers of reading

responses made and the impact of black literature upon racial attitudes.

3.2.2 Duffy, J. A. Humanities Courses in Selected Indiana High Schools. Dissertation Abstracts International, 1974, 34, 6940A.

Analyzed teacher preparation, objectives, organizational designs, instructional methods and practices, and teaching materials for humanities courses in twenty Indiana public high schools in the fall of 1971-1972.

3.2.3 Hurst, G. Sex Bias in Junior High School Literature Anthologies. National Organization for Women, St. Louis (Missouri) Chapter, 1973, ED 085 763.

Of the 171 selections analyzed, only 24 had female authors; most stories depicted women in the traditional roles of housewife and mother; females shown as fully developed characters were either pre-menstrual or post-menopausal; women shown as professionals were teachers--"old maids" and heartless people.

3.2.4 Hyman, H. A. Filmmaking Activities in Secondary Schools of the Greater New York Metropolitan Area, 1970-1971. Dissertation Abstracts International, 1974, 34, 6517A.

Involved a series of interviews with a sample of 35 high school film production teachers to ascertain the manner in which filmmaking had become integrated into the secondary curriculum.

3.2.5 Karp, L. A. Teaching the Bible as Literature in the Public Schools. Dissertation Abstracts International, 1973, 34, 3209A.

Reviews the history of the teaching of the Bible in the U.S. public schools, suggests a series of resources and activities, and describes evaluative procedures suited to a course of this nature.

3.2.6 Kuehn, W. L. Self-Actualization and Engagement-Involvement Response to Literature among Adolescents. Dissertation Abstracts International, 1974, 34, 6947A.

Selected personality characteristics of a sample of eleventh grade students were related to their tendencies to become engaged or involved in their reading. Found that subjects scoring high on the engagement-involvement measure generally scored high on the self-actualization measure.

3.2.7 Shablak, S. L. The Effects of Different Types of Guide Materials and Manner of Presentation on Ninth Graders' Curiosity toward and Response to Selected Short Stories. Dissertation Abstracts International, 1974, 34, 6524A.

Concluded that the nature of guidance offered a student in the study of literature has an observable effect on his pattern of written response.

3.2.8 Snider, S. C. An Investigation of Cognitive and Affective Learning Outcomes as a Result of the Use of Behavioral Objectives in Teaching Poetry. Dissertation Abstracts International, 1974, 34, 4999A.

Sought to determine whether use of behavioral objectives in teaching poetry to ninth graders results in understanding on all cognitive levels and response on all affective levels.

3.2.9 Thompson, S. J. Responses of Students in Grades 7-12 to Selected Short Stories and the Relationship between These Responses and Certain Reader Characteristics. Dissertation Abstracts International, 1974, 34, 7114A.

Described the responses to literature of students in grades 7-12, relating subjects' grade, sex, and personality traits to their responses.

3.2.10 Troy, A. The Stereotype of the Indian in Adolescent Literature. Paper presented at the annual meeting of the National Council of Teachers of English, 1973, ED 087 042.

A study of the American Indian in adolescent literature since 1930 revealed that the novels for the most part continued the traditional dual and contradictory image of the Indian as the dirty savage and the glorified, noble native.

3.2.11 Whitman, R. S. The Development of the Curriculum in Secondary English to 1960. Dissertation Abstracts International, 1974, 34, 7564A.

Traces the development of the secondary English curriculum in the United States from its pre-history in colonial America to 1960.

3.2.12 Wright, R. G. An Evaluation of Critical Sources, Textbooks, and Teaching Aids for Eleven English and American Poems Frequently Appearing in Eleventh and Twelfth Grade Anthologies. Dissertation Abstracts International, 1973, 34, 3047A.

Describes the teaching aids teachers may expect to find if they depend upon textbooks and manuals, general high school journals and methods books, or critical sources.

See also: Barth, R. J., 3.5.1; and Kelly, E. M., 4.4.3.

3.3 College and Adult

3.3.1 Cline, G. S., and Baker, J. A., Comps. An Index to Criticisms of British and American Poetry, Scarecrow Press, Inc., 1973.

Contains 2,862 criticisms of 1,150 poems by 285 poets. Books and articles were selected on the basis of their availability in college and university libraries.

3.3.2 Gribbon, R. R. An Evaluation of Auding as an Aid to Comprehension of Literature for College Students. Dissertation Abstracts International, 1973, 34, 3235A.

Compared three methods: listening to a tape recording of a literary work while following the reading in the text; listening only; reading only. All three study methods generally appeared to be equally effective.

3.3.3 Morris, E. C. Critique of a Short Story: An Application of Purves's Elements of Writing about a Literary Work. Dissertation Abstracts International, 1974, 34, 7090A.

An application of a multiple-layered schema of literary criticism to a particular work of literature, as a demonstration of critical methodology.

3.3.4 Sego, L. P. The Interactive Effect of Inductive and Deductive Sequences and Cognitive Styles on the Acquisition of a Higher Order Concept in English Literature. Dissertation Abstracts International, 1974, 34, 7594A.

Attempted to assess the effect of differential treatments and individual aptitudes on learning a complex concept in English literature.

3.3.5 Weber, A. M. The Responses of College Students to Film. Dissertation Abstracts International, 1974, 34, 7474A.

Attempted to develop a method by which verbal response to film can be analyzed and classified and to identify patterns of response through the use of the developed schema.

See also: Buckner, B. D., and Burkhead, I. G., 6.3.1; and Jaeger, G. A., 3.4.1.

3.4 Status Surveys

3.4.1 Jaeger, G. A. The Use of Masterpieces of World Literature in California Public Community Colleges: A Study in Purposes and Trends. Dissertation Abstracts International, 1974, 34, 6411A.

Concluded that enrollment in world literature in community colleges

seems to be stable, with perhaps a trend downward in the early 1970s, but that course patterns, methodology, and instructional materials show little innovation or variety.

3.5 Reviews of Research

3.5.1 Larth, R. J. ERIC/RCS Report: Teaching Adolescent Literature. English Journal, February 1974, 63, 103-105.

A review of research and opinion on the teaching of adolescent literature.

3.5.2 Winkeljohann, Sr. R. ERIC/RCS Report: Children's Affective Development through Books. Elementary English, 1974, 51, 410-414.

A review of research and commentary on how to aid children in their affective development through the selection of appropriate children's literature.

See also: Cooper, C. R., 6.5.2; Dieterich, D. J., 4.5.1; and O'Donnell, H., 4.5.2.

4. Teacher Education

4.1 Preschool and Elementary

4.1.1 Sadker, M., and Cooper, J. Increasing Student Higher-Order Questions. Elementary English, 1974, 51, 502-507.

Describes an experiment involving 24 fifth grade students which was designed to increase higher-order question asking.

4.1.2 Thompson, D. E. An In-Service Program Designed to Change Elementary Teacher Attitudes toward Black Dialect. Dissertation Abstracts International, 1973, 34, 3224A.

Found that teacher attitudes were more positive after in-service training, that teachers' linguistic knowledge was increased, and that students perceived teachers as more positive after in-service training.

See also: Wilwhite, J. E., 4.2.6; and Zehm, S. J., 4.2.7.

4.2 Secondary

4.2.1 Childrey, J. A., Jr. The Relationship of Preparation, Experience, and Self-Assessment to Knowledge of the English Language of Secondary English Teachers in Selected School Systems in Virginia. Dissertation Abstracts International, 1974, 34, 4947A.

The assumption that courses and experience are heavily important in the preparation of teachers of English in the English language was challenged by the results of this study.

4.2.2 Fox, W. M. A Study of the Impact of a Course in General Semantics on the Educational-Operational Assumptions of Prospective Teachers. Dissertation Abstracts International, 1974, 34, 4694A.

Involved the development of an instrument which was valid and reliable to be used in the recruitment, selection, and retention of prospective teachers with a general semantics orientation.

4.2.3 Hevener, F., Jr. The Types of Oral Questions asked by Student Teachers of Literature at the Eighth, Ninth, and Tenth Grade Levels. Dissertation Abstracts International, 1974, 34, 7087A.

Concluded that the 62 student teachers involved made substantial use of the question as an instructional device, but that the preponderance of questions asked required lower intellectual processes.

4.2.4 McCormick, P. J. A Comparison of Achievement in English of Eleventh-and Twelfth-Grade Students in an Elective Program with Those in a Traditional Program. Dissertation Abstracts International, 1974, 34, 5535A.

Concluded that students enrolled in an elective English program do

achieve more than their peers enrolled in a traditional program and that the difference is due to the treatment and not to any other factor.

4.2.5 Strong, W. J. The Development and Exploratory Field-Testing of Situational Materials for Pre-Service English Education. Dissertation Abstracts International, 1974, 34, 5788A.

Concluded that situational materials constitute a viable methods approach, especially when used in tandem with conventional strategies such as unit planning, tutoring, lecture, discussion, and micro-teaching.

4.2.6 Wilwhite, J. E. The Response of a Small Rural Community in the Mid-west to the Recommendations of the Anglo-American Conference on the Teaching of English. Dissertation Abstracts International, 1974, 34, 5610A.

Noted that parents are often an inhibiting force for the implementation of recommendations which are highly innovative and suggested that more time and effort be devoted to informing the general public as to what constitutes the best in teaching practice.

4.2.7 Zehm, S. J. Educational Misfits: A Study of Poor Performers in the English Class 1825-1925. Dissertation Abstracts International, 1973, 34, 3106A.

Found that poor performance in English, as in the other school subjects, was most often attributed to the moral deficiency of students during the nineteenth century and that the remedy most teachers used was some form of external coercion and/or separation from the regular class.

4.3 College and Adult

4.3.1 DeBard, R. Preferred Education and Experience of Community College English Instructors. Dissertation Abstracts International, 1974, 34, 4609A.

Attempted to ascertain, through a questionnaire survey, the academic preparation and professional experience preferred in prospective English instructors by those most responsible for recommending employment of English instructors in selected community colleges.

4.4 Status Surveys

4.4.1 Australian Council for Educational Research. Current Issues in the Teaching of English: Report on a Questionnaire Study: English Curricula in Australia. 1973, ED 083 614.

Discusses the results of questionnaire surveys of primary and secondary teachers to elicit information on current issues in the teaching of English in Australia.

4.4.2 Hipple, T. W. What Goes On in the English Methods Course? English Education, 1974, 5, 225-237.

Describes the results of a survey of English methods instructors which was designed to determine what they were doing in their courses.

4.4.3 Kelly, E. M. The Preparation of Humanities Teachers: A Status Study. Dissertation Abstracts International, 1973, 34, 3210A.

The bulk of this study is devoted to a descriptive analysis of nine existing preparation programs for humanities teachers.

4.5 Reviews of Research

4.5.1 Dieterich, D. J. Annotated Bibliography of Research in the Teaching of English July 1, 1973 to December 31, 1973. Research in the Teaching of English, 1974, 8, 116-139.

4.5.2 O'Donnell, H. ERIC/RCS Report: Cultural Bias: A Many-Headed Monster. Elementary English, 1974, 51, 181-184, 214.

Reviews research on cultural bias in children's books, cultural bias through the use of tests, and cultural bias in teacher attitudes.

5. Testing and Evaluation

5.1 Preschool and Elementary

5.1.1 Doughtie, E. B., et al. A Statistical Test of the Theoretical Model for the Representational Level of the Illinois Test of Psycholinguistic Ability. Journal of Educational Psychology, 1974, 66, 410-415.

5.1.2 Johnson, D. L. The Influence of Social Class and Race on Language Test Performance and Spontaneous Speech of Preschool Children. Paper presented at the biennial meeting of the Society for Research in Child Development, 1973, ED 087 539.

Compares child language obtained with standardized tests and samples of spontaneous speech obtained in natural settings, hypothesizing that differences would exist between social class and racial groups in the unfamiliar standard tests but not on spontaneous speech measures.

5.1.3 Melear, J. D. An Informal Language Inventory. Elementary English, 1974, 51, 508-511.

Describes an attempt to measure the spontaneity and correctness of oral speech by means of an oral language inventory.

5.1.4 Simpson, G. F. Measures of Writing Ability of Fourth, Fifth, and Sixth Grade Children. Dissertation Abstracts International, 1974, 34, 5497A.

The purpose of this canonical and multiple correlation study of measures of writing ability was to develop a valid weighted index of writing ability to replace the single measures now being used to

evaluate elementary English programs.

5.2 Secondary

5.2.1 Whalen, T. E. A Validation of the Smith Test for Measuring Teacher Judgment of Written Composition. Education, 1973, 94, 160-161.
Attempted to determine the extent to which the results of Smith's test can be generalized to other essay-rating situations.

5.3 College and Adult

5.3.1 Carney, H. L. An Inquiry into Criteria for Composition Evaluation in English as a Foreign Language. Dissertation Abstracts International, 1974, 34, 5139A.
Results suggested that there is no single, valid set of criteria for evaluating EFL composition, nor any single, valid or best measure of writing ability in EFL.

5.3.2 Chance, L. L. The Development of an Objective Composition Test for Non-Native Speakers of English. Dissertation Abstracts International, 1974, 34, 7511A.
Concluded that skill in composition seems to be a function of total language proficiency and that the objective composition test developed tended to measure grammatical correctness and vocabulary in addition to some measure of reading.

5.3.3 Ravan, F. O. An Analytic Study of the Essay Test of the Language Skills Examination in the Georgia Rising Junior Testing Program. Dissertation Abstracts International, 1974, 34, 5493A.
The purposes of this dissertation were to make a validity check of the wholistic procedures used to evaluate essays and to describe the writing of rising juniors in the University System of Georgia.

See also: Burt, F. D., and King, S., 5.4.1.

5.4 Status Surveys

5.4.1 Burt, F. D., and King, S. Equivalency Testing: A Major Issue for College English. ERIC/RCS and NCTE, 1974.

Examines the progress, history, implications, and implementation of college-level equivalency testing. Contains the results of a questionnaire survey regarding credit by examination programs in Arkansas, Louisiana, Oklahoma, and Texas.

5.5 Reviews of Research

See: Dieterich, D. J., 4.5.1; and O'Donnell, H., 4.5.2.

6. Written and Oral Communication

6.1 Preschool and Elementary

6.1.1 Anderson, R. B. A Study of the Relationship between Set Induction and Originality in the Creative Writings of Elementary School Children. Dissertation Abstracts International, 1974, 34, 6490A.

Data revealed that set induction did not produce more original work, nor did the bright or dull group profit more when it was used. Data strongly supported the discovery that the public schools do not recognize or reward creativity.

6.1.2 Fisher, K. D. An Investigation to Determine if Selected Exercises in Sentence-Combining Can Improve Reading and Writing. Dissertation Abstracts International, 1974, 34, 4556A.

Attempted to determine if syntactic maturity and the level of reading comprehension of fifth, seventh, and ninth grade students could be influenced by selected exercises in sentence-combining and embedding based on the transformational grammar theory.

6.1.3 Graves, D. H. Children's Writing: Research Directions and Hypotheses Based upon an Examination of the Writing Processes of Seven Year Old Children. Dissertation Abstracts International, 1974, 34, 6255A.

From two formal and two informal classrooms in a middle class community, eight case study children were chosen as the focus of a five-month investigation.

6.1.4 Pollio, H. R. Figurative Language: A Neglected Aspect of the Elementary School Language Arts Curriculum. Final Report. University of Tennessee at Knoxville, Department of Psychology, 1973, ED 079 747.

Attempted to determine the basal level of metaphorical usage in grades 3, 4, and 5; to evaluate a series of books designed to promote and augment figurative usage; to determine the differences between groups exposed to this series and those using the normal curriculum; and to examine what it is that predisposes children to differential metaphorical usage.

6.1.5 Pope, M. The Syntax of Fourth Graders' Narrative and Explanatory Speech. Research in the Teaching of English, 1974, 8, 219-227.

Attempts to determine whether or not the use of syntactic rules in the speech of fourth graders varies with the type of discourse, explanatory and narrative.

6.1.6 Porter, J. Research Report: Golub, L. S. Syntactic and Lexical Deviations in Children's Written Sentences. Elementary English, 1974, 51, 144-145.

Describes the most frequent deviations which eighty fourth grade and eighty sixth grade children made in their writing.

6.1.7 Porter, J. Research Report: Nemanich, D. Verbal Categories in the Writing of Children and Adults. Elementary English, 1974, 51, 149-151.

Attempted to determine the ways and the extent to which written language of children at a certain grade level differs from that of adults.

6.1.8 Porter, J. Research Report: Sawkins, M. W. An Analysis of the Oral Responses of Selected Fifth Grade Children to Questions Concerning Their Written Expression. Elementary English, 1974, 51, 145-147.
Used individual interviews to investigate the approaches selected fifth grade children followed when writing a narrative composition on an assigned topic.

6.1.9 Porter, J. Research Report: Thomas, V. The Words Children Write, A New Look. Elementary English, 1974, 51, 148-149.
Attempted to determine, on the basis of frequency of usage, those 2,000 words which appear in children's writing during their first six years of public instruction, and to indicate common spelling problems.

6.1.10 Schroeder, T. S. The Effects of Positive and Corrective Written Teacher Feedback on Selected Writing Behaviors of Fourth Grade Children. Dissertation Abstracts International, 1973, 34, 2935A.
Investigated the effects of two types of written teacher comments on four specific writing behaviors of 55 fourth grade children; corrective feedback was generally associated with higher performance levels than was positive feedback on all variables.

6.1.11 Stahl, A. Structural Analysis of Children's Compositions. Research in the Teaching of English, 1974, 8, 184-205.
Describes an instrument which was used to analyze the structure of 400 compositions of Israeli school-children in grades 2, 5, and 8 (and a small group in grade 11).

6.1.12 Sullivan, H. J., et al. Effects of Systematic Practice on the Composition Skills of First Graders. Elementary English, 1974, 51, 635-641.

Involved the development of a carefully sequenced composition program for first-grade children and an investigation of the effects of the program on children's story-writing performance.

See also: Donlan, D., 6.4.2; Jensen, J. M., 2.5.3; Ruddell, R. B., and Williams, A. C., 3.1.3; Simpson, G. F., 5.1.4; Whalen, T. E., 5.2.1; and Yawkey, T. D., 1.1.3.

6.2 Secondary

6.2.1 Belasco, J. T. Increasing Originality in Written Expression. Dissertation Abstracts International, 1974, 34, 5570A.

No particular teaching technique was considered significantly different in terms of the quality of student product. No significant difference occurred between stories rated as highly original and stories rated as unoriginal in terms of word usage.

6.2.2 Gatschet, P. A. Representative Guidelines for Teaching Composition: Grades 7-13. Dissertation Abstracts International, 1974, 34, 5909A.

Hypotheses were constructed and submitted to a population of secondary school teachers and their students. Conclusions were drawn on the basis of preferences identified by responses from the population to a Likert scale survey.

6.2.3 Kaplan, S. J. The Effects of Verbal Reprimands on High School Students' Incorrect Responses in Grammatical Exercises. Dissertation Abstracts International, 1974, 34, 5719A.

Found that reprimands significantly decreased incorrect responses while praise was held constant and material difficulty did not change significantly, but that when baseline was again imposed, incorrect responses returned to their original level.

6.2.4 Kelley, M. E. Effects of Two Types of Teacher Response to Essays upon

Twelfth Grade Students' Growth in Writing Performance. Dissertation Abstracts International, 1974, 34, 5801A.

Concluded that there is no assurance that a teacher's choice of either clarifying responses or directive responses to student essays produces an advantage which influences the amount of growth in general, mechanical, or total writing performance of twelfth grade students during a semester.

6.2.5 Sink, D. M. Eleventh-Grade Composition Instruction in Selected High Schools. Dissertation Abstracts International, 1973, 34, 2903A.

Attempted to identify essential concepts in composition, analyze recommendations about the role of composition in the high school curriculum and about the preparation of composition teachers, analyze programs in selected schools, and make recommendations based upon this analysis.

6.2.6 Stallard, C. K. An Analysis of the Writing Behavior of Good Student Writers. Research in the Teaching of English, 1974, 8, 206-218.

A study which analyzed aspects of behavior of a group of good senior high school student writers to determine whether the behavior would include evidence of consideration of such things as structure, organization, style, and diction.

6.2.7 Waldschmidt, E. C. Pilot Studies in Composition: Their Effects upon Students and Participating English Teachers. Dissertation Abstracts International, 1974, 34, 7634A.

Attempted to determine the effects of two methods of teaching composition upon the writing and attitudes of students in two pilot classes.

See also: Donlan, D., 6.4.2; Whalen, T. E., 5.2.1; and Whitman, R. S., 3.2.11.

6.3 College and Adult

6.3.1 Buckner, B. D., and Burkhead, I. G. Reforms in Basic English in Black Mississippi Colleges, 1960-70. Dissertation Abstracts International, 1974, 34, 6405A.

Described the instructional and curricular changes in the basic English courses at four of the black colleges in Mississippi (Alcorn, Jackson State, Mississippi Valley State, and Rust) during the 1960s.

6.3.2 Effros, C. An Experimental Study of the Effects of Guided Revision and Delayed Grades on Writing Proficiency of College Freshmen. Final Report. New Haven (Connecticut) University, 1973, ED 079 764.

Found that the control group, which had grades delayed until revisions were completed, was significantly better than the experimental group for the English Expression Tests and that interaction between teacher/class and method was highly significant.

6.3.3 Kernan, M. N. The Effects of a Human Development Program on Performance in College Freshman Writing Classes. Dissertation Abstracts International, 1973, 34, 3237A.

Found that when composition instructors used the "human development" method of group discussions with writing classes, they found student improvement in composition to be significantly greater than in classes using other types of group discussions.

6.3.4 Kline, C. R., Jr. Instructors' Signals to Their Students. Paper presented at a meeting of the Conference on College Composition and Communication, 1973, ED 083 600.

Concluded that teachers frequently send students differing signals of what is important in writing by means of their responses to student papers.

6.3.5 Klinker, H. G. A Study of the Multi-Faceted Basic English Composition Program at Vincennes University. Dissertation Abstracts International, 1974, 34, 3693A.

Attempted to determine empirically the effectiveness of the Multi-faceted Basic English Composition Program at Vincennes University by comparing it with conventional classroom strategies in teaching Basic English Composition at the same university.

6.3.6 Lovejoy, D. F. Assessment of a Remedial English Program for Academically Disadvantaged Young Adults at Western Christian College. Dissertation Abstracts International, 1974, 34, 5663A.

Concluded that the teaching of basic grammar as a remedial device did not produce significant improvement in English 1 as measured by grade point average, nor did it improve students' academic performance in six selected subject areas of later study as measured by grade point average.

6.3.7 Martin, J. B. A Study to Determine the Predictability of an Individual Student's Improvement in Writing Ability from His Performance on His First Writing Assignment. Dissertation Abstracts International, 1974, 34, 3701A.

Concluded that the group of 91 students involved in the study improved significantly in writing ability, but that neither help from a writing laboratory nor a previous course in college composition significantly affected an individual student's improvement, lack of improvement, or decline in writing ability.

6.3.8 Mulcahy, G. J. A Comparison of the Traditional Methods Approach and the Linguistic Methods Approach to the Teaching of English Grammar and Composition to College Freshmen. Dissertation Abstracts International,

1974, 34, 5487A.

Students who had been taught by the linguistic methods approach made significantly greater gains in both areas being tested than those taught by the traditional methods approach.

6.3.9 Murdock, M. L. Independent Study versus Lecture-Discussion in Teaching Freshman Composition. Dissertation Abstracts International, 1974, 34, 6951A.

Concluded that students in this investigation were able to meet the objectives of a community college freshman English course equally well through independent study and lecture-discussion. Apparently the method of teaching was not a crucial variable for these students.

6.3.10 Odell, L. Measuring the Effect of Instruction in Pre-Writing. Research in the Teaching of English, 1974, 8, 228-240.

Examines essays written in two freshman composition classes in order to determine the effect of instruction in pre-writing.

6.3.11 Rice, K. R. Alternative Instructional Approaches to Freshman Communications in a Community College. Dissertation Abstracts International, 1974, 34, 5565A.

Attempted to determine if there was any significant difference in the improvement of basic communicative skills between students taught freshman English by the traditional classroom approach and students in the learning laboratory who received individualized instruction through the use of special diagnostic and corrective equipment.

6.3.12 Rosen, M. A Structured Classroom Writing Method: An Experiment in Teaching Rhetoric to Remedial English College Students. Dissertation Abstracts International, 1974, 34, 7524A.

Tested the effectiveness of an original method devised by the researcher to teach the principles of rhetoric to remedial English college freshmen.

6.3.13 Sanders, S. E. A Comparison of "Aims" and "Modes" Approaches to the Teaching of Junior College Freshman Composition Both With and Without an Auxiliary Writing Lab. Dissertation Abstracts International, 1974, 34, 5666A.

Compared fifteen classes of freshman composition taught by the "aims" approach--an approach stressing the different expressive, literary, persuasive, exploratory, scientific, and informative aims of writing--to sixteen classes taught by a traditional "modes" approach.

6.3.14 Sternglass, M. S. Similarities and Differences in Nonstandard Syntactic Features in the Compositions of Black and White College Students in Freshman Remedial Writing Classes. Dissertation Abstracts International, 1974, 34, 5950A.

The major pedagogical implication of this study is that separate language materials are not needed for black and white students in remedial college-level writing classes.

6.3.15 Sutton, D.G., and Arnold, D. S. The Effects of Two Methods of Compensatory Freshman English. Research in the Teaching of English, 1974, 8, 241-249.

Compares the long-term effects of the writing laboratory and remedial English upon the achievement and attrition rate of 244 entering freshmen at a southern regional university in Fall 1970.

6.3.16 Troyka, L. Q. A Study of the Effect of Simulation-Gaming on Expository Prose Competence of College Remedial English Composition Students. Dissertation Abstracts International, 1974, 34, 4092A.

Found that the experimental group achieved significantly (.05) higher scores on all measures than did the control group.

6.3.17 Williams, J. W. Selected Preadmission and Remedial Factors and Their Relationship to Success in Freshman English. Dissertation Abstracts International, 1974, 34, 3807A.

Related selected preadmission data obtained on first year freshman students admitted to the University of Southern Mississippi to the subsequent grades they received in freshman English.

6.3.18 Willis, P. W. A Study of Current Practices in Freshman English in Oklahoma Colleges. Dissertation Abstracts International, 1974, 34, 4806A.

Found that freshman English in Oklahoma colleges emphasized composition, literature, and grammar--in that order; that its principal purpose was the improvement of students' writing skills; and that it used a traditional approach to methods, grading, and content.

6.3.19 Young, R. E., and Koen, F. M. The Tagmemic Discovery Procedure: An Evaluation of Its Uses in the Teaching of Rhetoric. University of Michigan at Ann Arbor, Department of Humanities, 1973, ED 084 517.

Attempted to determine whether instruction in the tagmemic discovery procedure significantly improves students' ability to inquire into ill-defined problems and to communicate the results clearly and persuasively.

See also: Brown, J. E., 6.4.1; Brown, M. R., 6.5.1; Carney, 5.3.1; Chance, L. L., 5.3.2; Douglas, W., 6.5.3; Ravan, F. O., 5.3.3; and Whalen, T. E., 5.2.1.

6.4 Status Surveys

6.4.1 Brown, J. E. A Study of Non-Classroom, Individualized Instruction in

Composition in Tennessee Colleges and Universities. Dissertation Abstracts International, 1974, 34, 6993A.

Concluded that there were two kinds of non-classroom individualized instruction in composition being used in Tennessee colleges and universities--writing laboratories and tutoring programs--and described each.

6.4.2 Donlan, D. Teaching Writing in the Content Areas: Eleven Hypotheses from a Teacher Survey. Research in the Teaching of English, 1974, 8, 250-262.

A pilot study which surveys current teaching practices with respect to writing.

6.4.3 Maine State Department of Educational and Cultural Services, and Research Consortium for Educational Assessment. Maine Assessment of Educational Progress, Report 5: Methodology; Citizenship and Writing, 1972, ED 080 600.

Describes the background and purpose of the project, sampling considerations, the development of the Exercise Package, the sample design, administration and scoring, and so on.

6.4.4 Smith, R. The Composition Requirement Today: A Report on a Nationwide Survey of Four-Year Colleges and Universities. College Composition and Communication, 1974, 25, 138-148.

6.5 Reviews of Research

6.5.1 Brown, M. R. Research and the Teaching of Writing. Freshman English News, 1973, 2, 11-12.

Lists several research resources and discusses some implications of research for the teaching of writing.

6.5.2 Cooper, C. R. Research Roundup: Doing Research/Reading Research. English Journal, February 1974, 63, 94-99.

Reviews selected findings from research in writing, reading, and literary study and suggests directions for future study.

6.5.3 Douglas, W. On the Crisis in Composition. ADE Bulletin, 1974, 40, 3-11.

Discusses the current state of composition teaching, referring to several surveys and other studies on the topic written between 1894 and the present.

See also: Dieterich, D. J., 4.5.1; and Porter, J., 2.5.5.